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ABSTRACT

This book contains a discussion of the resource program concept for students with special needs, the roles of the resource teacher, and directions for implementing and operating resource programs. Part I outlines a rationale for resource programs, their historical development, types of resource models, research-based effectiveness of this approach, and advantages of the resource model. Three roles of resource teachers are then described in part II: carrying out educational assessment of referred children; instructing some children in a special room and/or in the general classroom; and consulting with teachers, other school staff, and parents about the educational problems of referred children. Part III focuses on working with school staff, parents, and the community; equipping the resource room; referral and selection procedures; managing the program; the Individualized Education Program; and homework and grading. Appendixes contain annotated bibliographies of controlled group studies in resource, self-contained, general, and mixed settings; the York Educational Software Evaluation Scales; and a list of classroom interventions with comments from teachers on carrying them out. (Contains over 200 references.) (JDD)

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